



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2380 E. 3rd Street, Bullhead City, AZ 86429

### Bullhead City Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mr. Patrick Paylow  
Schedule : 07:30 AM to 03:30 PM  
Grades : K-5  
Web Address : www.bullheadschoools.com  
Phone Number : (928) 754-3203  
Fax Number : (928) 758-3852  
E-mail : ppaylow@bullheadschoools.com

#### Mission

MV is a progressive school that addresses our student's needs of today & challenges of tomorrow. We create a vision for each child enabling them to become responsible citizens capable of exercising their right to self-determination in a free society.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü One year growth in reading will be achieved by 80% of students.
- ü Promotion to the next grade level will be attained by 90% of students enrolled school-wide.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 332  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 3

## Instructional Programs

- ü ELL
- ü On-site Special Education
- ü Gifted
- ü Title I

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

MV offers a disciplined, safe and orderly environment conducive to learning. MV will be free of violence, tobacco, alcohol, drugs & unauthorized presence of weapons. Staff/students will work together to improve academic, art & physical developments.

### Parents

We expect our students to come to us seeking to learn & to apply themselves accordingly. Further, we anticipate they will live & work within the stated rules of the school & classroom & accept the responsibilities & privileges of being good citizens.

## Transportation Policy

All students in grades K-3 are transported. 4-5 are transported if living S of First St. Our buses travel south of Old Bullhead to K-Mart on the NE side of the highway and west to and including Safeway.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Volunteer of the Year	2002
ü Students Went to Finals in County Spelling Contest	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	389	80010	94	95	99	435	428	447	13	16	10	20	26	18	57	50	53	11	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	182	38935	100	98	99	436	428	447	6	15	9	24	27	19	65	51	55	6	7	17
Male	29	207	40974	91	92	98	434	429	448	17	16	11	17	26	18	52	50	52	14	8	19
African American	--	13	4201	--	93	99	--	416	430	--	31	17	--	15	23	--	46	51	--	8	9
Hispanic	16	161	34545	100	95	99	412	417	432	25	20	14	31	34	24	38	42	53	6	4	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	28	202	35142	90	94	99	448	437	465	7	12	5	11	21	11	68	58	56	14	9	28
Students with Disabilities	NC	30	10161	NC	63	93	NC	392	419	NC	47	28	NC	20	28	NC	30	36	NC	3	8
Students without Disabilities	43	359	69849	100	99	100	437	431	451	12	13	7	19	27	17	60	52	56	9	8	19
Limited English Proficient Students	NC	47	14013	NC	89	97	NC	401	413	NC	32	24	NC	38	34	NC	30	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	297	39029	93	94	98	432	421	432	14	19	14	21	29	25	55	48	52	10	4	9
Non-Economically Disadvantaged	NC	92	40981	NC	97	100	NC	451	462	NC	7	6	NC	17	13	NC	58	54	NC	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	381	79438	94	93	98	436	435	451	11	10	9	30	35	24	59	55	56	NA	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	179	38775	100	96	99	447	441	457	6	8	7	12	29	22	82	61	58	NA	2	13
Male	29	202	40560	91	90	97	429	430	446	14	11	12	41	40	25	45	49	54	NA	0	9
African American	--	13	4178	--	93	98	--	425	439	--	15	13	--	23	29	--	62	52	--	NA	6
Hispanic	16	157	34297	100	93	98	416	422	434	25	16	14	38	41	31	38	42	50	NA	1	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	28	198	34887	90	93	98	447	444	471	4	5	4	25	31	15	71	63	63	NA	1	18
Students with Disabilities	NC	22	9588	NC	46	88	NC	402	416	NC	32	30	NC	36	32	NC	32	34	NC	NA	5
Students without Disabilities	43	359	69850	100	99	100	438	436	456	9	8	7	30	35	23	60	56	59	NA	1	12
Limited English Proficient Students	NC	45	13856	NC	85	96	NC	400	407	NC	31	27	NC	44	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	42	288	38685	93	91	97	433	428	435	12	12	14	33	39	32	55	49	50	NA	1	5
Non-Economically Disadvantaged	NC	93	40753	NC	98	99	NC	456	467	NC	2	5	NC	23	16	NC	73	62	NC	2	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	391	79971	94	95	99	417	399	423	4	12	8	50	51	41	46	36	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	182	38974	100	98	99	443	414	437	NA	10	5	29	38	33	71	50	57	NA	2	4
Male	29	209	40895	91	93	98	401	386	410	7	14	10	62	62	47	31	24	41	NA	NA	2
African American	--	13	4203	--	93	99	--	372	411	--	23	11	--	23	45	--	54	43	--	NA	2
Hispanic	16	161	34481	100	95	99	406	383	410	6	16	10	56	57	46	38	27	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	28	204	35150	90	95	99	425	410	437	4	9	5	43	50	35	54	41	56	NA	1	5
Students with Disabilities	NC	31	10258	NC	65	94	NC	334	377	NC	29	23	NC	52	51	NC	19	25	NC	NA	1
Students without Disabilities	43	360	69713	100	99	100	418	403	429	5	11	5	49	51	39	47	38	52	NA	1	3
Limited English Proficient Students	NC	47	13985	NC	89	97	NC	350	382	NC	30	18	NC	53	54	NC	17	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	42	296	38994	93	94	98	416	390	409	5	14	10	50	54	47	45	31	41	NA	1	1
Non-Economically Disadvantaged	NC	95	40977	NC	100	100	NC	426	437	NC	6	5	NC	41	34	NC	52	56	NC	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	408	80147	94	93	99	447	470	482	17	11	11	29	22	17	54	53	49	NA	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	212	39281	100	95	99	452	469	483	8	11	9	31	19	17	62	58	50	NA	12	24
Male	33	196	40780	89	89	98	444	472	482	24	10	12	27	24	17	48	48	48	NA	17	24
African American	NC	11	4249	NC	100	99	NC	472	464	NC	NA	17	NC	27	22	NC	73	48	NC	NA	13
Hispanic	13	146	33494	81	92	99	437	456	466	15	16	15	54	31	23	31	43	49	NA	10	14
Asian/Pacific Islander	NC	11	2103	NC	100	99	NC	500	515	NC	NA	4	NC	18	8	NC	55	44	NC	27	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	43	237	36122	98	92	99	449	477	501	19	8	5	21	16	10	60	58	50	NA	18	35
Students with Disabilities	NC	28	10295	NC	48	92	NC	454	443	NC	18	33	NC	21	26	NC	57	33	NC	4	8
Students without Disabilities	53	380	69852	100	99	100	448	471	488	17	10	7	28	22	16	55	53	51	NA	16	26
Limited English Proficient Students	NC	56	12722	NC	85	97	NC	434	441	NC	23	27	NC	46	33	NC	30	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	49	286	38371	92	92	97	448	465	465	18	12	15	27	24	23	55	51	49	NA	13	13
Non-Economically Disadvantaged	10	122	41776	100	95	100	NA	482	498	NA	7	6	NA	16	11	NA	58	49	NA	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	402	79686	94	91	98	445	468	470	15	8	11	39	28	24	44	59	57	2	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	211	39163	100	95	99	465	471	475	4	6	9	31	26	22	62	64	60	4	4	10
Male	33	191	40438	89	87	97	428	464	465	24	10	13	45	29	25	30	55	54	NA	5	7
African American	NC	11	4228	NC	100	98	NC	465	458	NC	NA	15	NC	45	28	NC	55	53	NC	NA	4
Hispanic	13	143	33299	81	90	98	438	456	452	15	13	17	38	32	32	46	52	47	NA	3	3
Asian/Pacific Islander	NC	11	2097	NC	100	99	NC	502	490	NC	NA	5	NC	18	13	NC	64	68	NC	18	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	43	234	35914	98	91	98	445	473	489	16	6	5	40	25	15	42	64	67	2	5	14
Students with Disabilities	NC	21	9808	NC	36	87	NC	441	432	NC	10	35	NC	57	32	NC	33	30	NC	NA	3
Students without Disabilities	53	381	69878	100	99	100	447	469	475	17	8	8	34	26	23	47	61	61	2	5	9
Limited English Proficient Students	NC	56	12594	NC	85	96	NC	424	422	NC	27	34	NC	52	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	49	283	38095	92	91	97	445	462	452	16	10	17	37	30	32	45	57	48	2	4	3
Non-Economically Disadvantaged	10	119	41591	100	92	99	NA	481	486	NA	4	6	NA	22	16	NA	66	65	NA	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	413	80372	97	94	99	441	471	475	3	4	4	66	32	30	31	63	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	215	39452	100	97	99	452	483	488	4	3	3	54	24	22	42	72	72	NA	0	3
Male	35	198	40836	95	90	98	432	458	464	3	5	6	74	41	37	23	53	56	NA	1	1
African American	NC	11	4264	NC	100	99	NC	478	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	14	145	33608	88	91	99	434	468	462	7	5	6	71	33	36	21	61	57	NA	1	1
Asian/Pacific Islander	NC	11	2098	NC	100	99	NC	515	500	NC	NA	2	NC	NA	16	NC	100	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	44	243	36213	100	95	99	442	470	489	2	4	2	66	34	22	32	62	72	NA	1	3
Students with Disabilities	NC	32	10526	NC	55	94	NC	416	427	NC	13	15	NC	69	53	NC	19	31	NC	NA	1
Students without Disabilities	53	381	69846	100	99	100	444	475	482	4	3	3	64	29	26	32	67	69	NA	1	2
Limited English Proficient Students	NC	57	12747	NC	86	97	NC	449	432	NC	9	12	NC	42	52	NC	49	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	290	38521	96	93	98	440	466	461	4	5	6	67	35	38	29	60	55	NA	0	1
Non-Economically Disadvantaged	10	123	41851	100	95	100	NA	481	489	NA	2	3	NA	27	22	NA	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	414	79306	95	93	99	472	486	504	21	13	13	33	30	20	42	49	49	4	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	209	38845	96	95	99	465	483	505	20	13	11	48	32	20	32	51	50	NA	4	18
Male	27	205	40383	93	90	98	479	490	504	22	13	14	19	29	19	52	47	47	7	11	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	23	166	32673	92	94	99	469	475	487	26	19	18	17	29	25	57	49	46	NA	2	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	22	229	36234	100	92	99	470	494	523	18	8	6	45	31	13	32	50	52	5	10	28
Students with Disabilities	NC	16	10286	NC	35	91	NC	436	462	NC	56	41	NC	25	27	NC	13	27	NC	6	5
Students without Disabilities	49	398	69020	96	99	100	473	488	510	20	11	9	33	31	18	45	51	52	2	7	21
Limited English Proficient Students	NC	44	10291	NC	88	96	NC	449	458	NC	39	38	NC	41	34	NC	20	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	46	305	37437	96	92	97	471	482	486	22	14	19	33	32	26	41	49	46	4	5	9
Non-Economically Disadvantaged	NC	109	41869	NC	95	100	NC	499	521	NC	10	7	NC	25	14	NC	50	51	NC	15	27

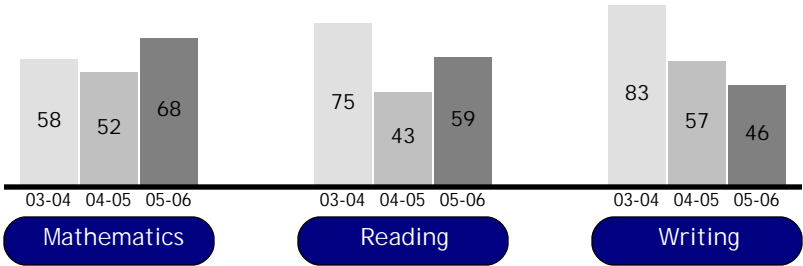
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	416	79000	96	93	98	460	482	489	17	6	10	40	31	24	40	56	58	4	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	208	38774	100	95	99	467	483	494	12	4	7	42	33	22	42	57	61	4	6	10
Male	27	208	40150	93	92	98	453	482	485	22	9	12	37	30	25	37	56	55	4	5	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	23	165	32508	92	94	98	455	470	472	22	10	15	39	39	33	39	48	49	NA	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	22	231	36135	100	93	98	466	491	508	14	4	4	36	26	14	41	63	67	9	8	15
Students with Disabilities	NC	17	9991	NC	37	88	NC	447	449	NC	18	33	NC	41	36	NC	35	29	NC	6	2
Students without Disabilities	50	399	69009	98	100	100	461	484	495	18	6	6	38	31	22	42	57	62	2	6	10
Limited English Proficient Students	NC	43	10199	NC	86	95	NC	443	439	NC	26	35	NC	51	47	NC	23	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	47	305	37234	98	92	97	459	478	472	19	7	15	38	34	33	38	54	50	4	4	3
Non-Economically Disadvantaged	NC	111	41766	NC	97	99	NC	493	505	NC	5	5	NC	23	16	NC	62	65	NC	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	417	79611	96	93	99	470	486	496	4	6	7	68	42	37	26	51	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	212	39016	100	96	99	474	495	511	4	5	4	65	38	29	31	57	66	NA	NA	1
Male	27	205	40519	93	90	98	465	477	482	4	8	10	70	47	44	22	44	46	4	0	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	23	166	32855	92	94	99	464	475	481	4	9	10	74	46	43	22	45	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	22	230	36380	100	92	99	469	492	511	5	5	4	64	40	30	27	54	65	5	0	1
Students with Disabilities	NC	19	10664	NC	41	94	NC	447	440	NC	21	23	NC	53	54	NC	21	22	NC	5	1
Students without Disabilities	50	398	68947	98	99	100	469	488	504	4	6	4	70	42	34	26	52	61	NA	NA	1
Limited English Proficient Students	NC	42	10362	NC	84	97	NC	433	438	NC	21	22	NC	50	57	NC	29	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	47	307	37626	98	92	98	467	482	479	4	7	10	68	46	45	26	47	45	2	0	0
Non-Economically Disadvantaged	NC	110	41985	NC	96	100	NC	499	511	NC	5	4	NC	33	30	NC	62	65	NC	NA	1

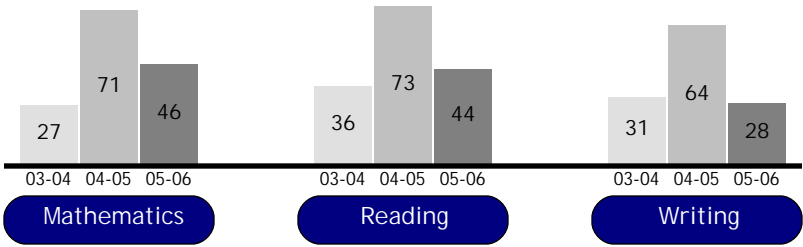
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	40	NA	58	98	45	42	47	100	34	30	46
	Language	99	23	38	50	98	44	41	47	100	37	34	48
	Mathematics	99	34	54	64	98	44	39	50	100	32	32	52
3	Reading	98	39	NA	55	100	31	40	44	94	32	37	46
	Language	98	50	46	61	100	34	41	44	94	35	43	46
	Mathematics	100	47	47	61	100	35	43	51	94	39	39	52
4	Reading	95	41	NA	56	92	36	43	48	92	39	50	52
	Language	100	42	45	52	92	39	44	49	95	39	56	52
	Mathematics	100	45	56	61	92	39	47	53	92	35	52	58
5	Reading	94	36	NA	55	98	57	49	50	95	37	50	56
	Language	100	27	40	49	98	50	48	50	95	44	54	54
	Mathematics	100	35	51	63	95	50	45	49	93	39	41	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Mountain View Elementary

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 4 Community Member(s)
- 5 Student(s)

### Council Duties

- ü Curriculum Development
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Extracurricular Activities
- ü Textbook Selection
- ü Student Discipline

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.20
Other Professional Staff	1.50	Teacher Aide	6.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	5	0	0
7 to 9 years	4	0	0	0
10 or more years	2	4	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	35%
Percent of core classes not taught by Highly Qualified Teachers	17%

## Resources Available at School Site

### Special Facilities

- ü Technology Lab
- ü Library

### Extracurricular Activities

- ü Yearbook
- ü Student Council

### Social Services

- ü Homework/Recreation Program
- ü Boys and Girls Club
- ü Health Screening

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Curriculum will be based on state standards in reading, math and language arts. Re-teaching and enrichment related to the standards will be provided daily.
- ü Maintain a safe and orderly learning environment based on a consistent school wide discipline plan.
- ü Character Counts Program emphasizing citizenship and student responsibility.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	80	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

All incidents of threats and violence are reported to the Police. SRO and Counselor are on campus to address concerns. MV teaches an 8-week class to all 3-5 students dealing with stress & confrontations and making good decisions. School rules are enforced & records are kept.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Patrick Paylow	(928) 754-3203
Transportation Policy	Vicki Guy	(928) 758-3961
Community Resources	Larry Cox	(928) 758-3961
School Nutrition Programs	Janet Gutowski	(928) 758-6606
Parent Organization	Patrick Paylow	(928) 754-3203
Student Health/Nurse	V. Okane	(928) 754-3203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.